



School Quality Review Report

Bon Air Middle School

Kokomo School Corporation

2/12/18 – 2/13/18

Review Team Members

| | | |
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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

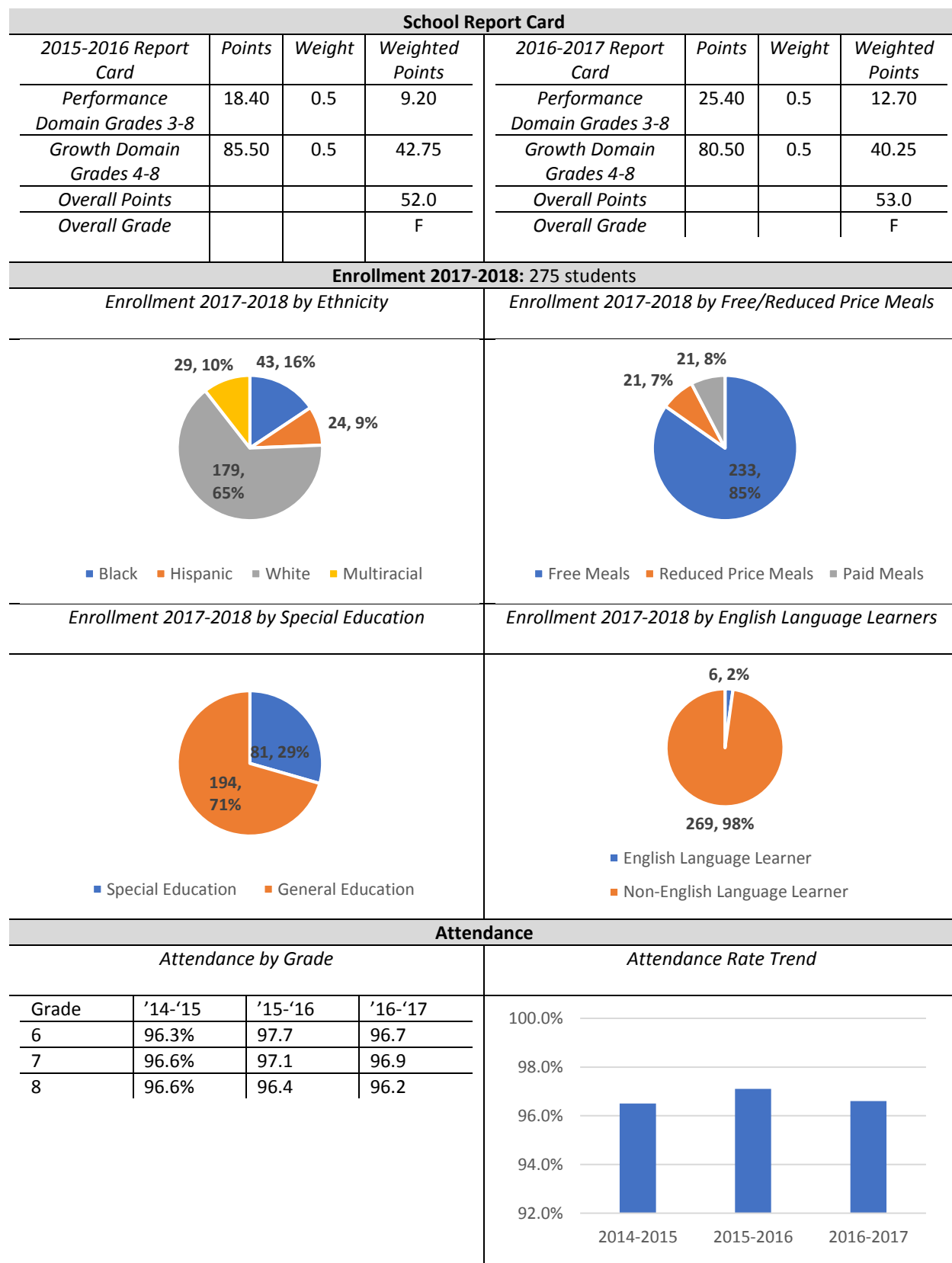
II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bon Air Middle School’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, district leaders, community members, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 43 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 18 of 21 teachers participating. Parents were also invited to complete a survey. 7 Bon Air Middle School parents completed the survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Bon Air Middle School



| School Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|------------|-------|----|-----|--------------|-----|-----|--|---------------------|-----------|-------------|-----------|-----------|-------|------------|-------|-----------|-------------|-------|-------|-------------|-------|-------|-----------|---|----|
| Teacher Count 2015-2016: 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Count 2015-2016 by Ethnicity | Teacher Count 2015-2016 by Years of Experience | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>Ethnicity</th><th>Count</th><th>Percentage</th></tr><tr><td>Black</td><td>2</td><td>7%</td></tr><tr><td>White</td><td>27</td><td>93%</td></tr></table> | Ethnicity | Count | Percentage | Black | 2 | 7% | White | 27 | 93% | <table><tr><th>Years of Experience</th><th>Count</th><th>Percentage</th></tr><tr><td>0-5 years</td><td>13</td><td>45%</td></tr><tr><td>6-10 years</td><td>9</td><td>31%</td></tr><tr><td>11-15 years</td><td>2</td><td>7%</td></tr><tr><td>16-20 years</td><td>3</td><td>10%</td></tr><tr><td>20+ years</td><td>2</td><td>7%</td></tr></table> | Years of Experience | Count | Percentage | 0-5 years | 13 | 45% | 6-10 years | 9 | 31% | 11-15 years | 2 | 7% | 16-20 years | 3 | 10% | 20+ years | 2 | 7% |
| Ethnicity | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 2 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 27 | 93% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years of Experience | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-5 years | 13 | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-10 years | 9 | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11-15 years | 2 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16-20 years | 3 | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20+ years | 2 | 7% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Academic Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ISTEP+ 2016-2017 Both English/Language Arts and Math | ISTEP+ Percent Passing Trend Both English/Language Arts and Math | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>34</td><td>13%</td></tr><tr><td>Did Not Pass</td><td>237</td><td>87%</td></tr></table> | Result | Count | Percentage | Pass | 34 | 13% | Did Not Pass | 237 | 87% | <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>55.0%</td><td>38.0%</td><td>6.7%</td></tr><tr><td>2015-2016</td><td>52.0%</td><td>33.0%</td><td>8.5%</td></tr><tr><td>2016-2017</td><td>52.0%</td><td>30.0%</td><td>12.5%</td></tr></table> | Year | Statewide | Corporation | School | 2014-2015 | 55.0% | 38.0% | 6.7% | 2015-2016 | 52.0% | 33.0% | 8.5% | 2016-2017 | 52.0% | 30.0% | 12.5% | | |
| Result | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | 34 | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did Not Pass | 237 | 87% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Statewide | Corporation | School | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014-2015 | 55.0% | 38.0% | 6.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015-2016 | 52.0% | 33.0% | 8.5% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016-2017 | 52.0% | 30.0% | 12.5% | | | | | | | | | | | | | | | | | | | | | | | | | |
| ISTEP+ 2016-2017: English/Language Arts | ISTEP+ Percent Passing Trend: English/Language Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>81</td><td>30%</td></tr><tr><td>Did Not Pass</td><td>192</td><td>70%</td></tr></table> | Result | Count | Percentage | Pass | 81 | 30% | Did Not Pass | 192 | 70% | <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>68.0%</td><td>53.0%</td><td>23.7%</td></tr><tr><td>2015-2016</td><td>68.0%</td><td>51.0%</td><td>25.7%</td></tr><tr><td>2016-2017</td><td>68.0%</td><td>48.0%</td><td>29.7%</td></tr></table> | Year | Statewide | Corporation | School | 2014-2015 | 68.0% | 53.0% | 23.7% | 2015-2016 | 68.0% | 51.0% | 25.7% | 2016-2017 | 68.0% | 48.0% | 29.7% | | |
| Result | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | 81 | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did Not Pass | 192 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Statewide | Corporation | School | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014-2015 | 68.0% | 53.0% | 23.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015-2016 | 68.0% | 51.0% | 25.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016-2017 | 68.0% | 48.0% | 29.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| ISTEP+ 2016-2017: Math | ISTEP+ Percent Passing Trend: Math | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>44</td><td>16%</td></tr><tr><td>Did Not Pass</td><td>231</td><td>84%</td></tr></table> | Result | Count | Percentage | Pass | 44 | 16% | Did Not Pass | 231 | 84% | <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>62.0%</td><td>45.0%</td><td>9.8%</td></tr><tr><td>2015-2016</td><td>60.0%</td><td>40.0%</td><td>12.1%</td></tr><tr><td>2016-2017</td><td>60.0%</td><td>36.0%</td><td>16.0%</td></tr></table> | Year | Statewide | Corporation | School | 2014-2015 | 62.0% | 45.0% | 9.8% | 2015-2016 | 60.0% | 40.0% | 12.1% | 2016-2017 | 60.0% | 36.0% | 16.0% | | |
| Result | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pass | 44 | 16% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did Not Pass | 231 | 84% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Statewide | Corporation | School | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014-2015 | 62.0% | 45.0% | 9.8% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015-2016 | 60.0% | 40.0% | 12.1% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016-2017 | 60.0% | 36.0% | 16.0% | | | | | | | | | | | | | | | | | | | | | | | | | |

IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

Background

The next three sections of the report illustrate the Technical Assistance Team’s key findings, supporting evidence, and overall rating for each of the school’s prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a “Turnaround Principle Alignment Tool” provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school’s improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

| School Turnaround Principle #2: Climate and Culture | | | |
|---|---|-------------------------------|---|
| Evidence Sources | | | |
| <ul style="list-style-type: none"> Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, Artifacts Provided by Bon Air Middle School | | | |
| Rating | | | |
| 1 <u>Ineffective</u> | 2 <u>Improvement Necessary</u> | 3 <u>Effective</u> | 4 <u>Highly Effective</u> |
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence | | | |
| Strengths | | | Aligned Turnaround Principle Indicator(s) |
| <ul style="list-style-type: none"> During focus groups, parents and students spoke enthusiastically about their school being a safe and caring environment. | | | <ul style="list-style-type: none"> 2.1, 8.1 |
| <ul style="list-style-type: none"> Based on observations in classrooms and shared spaces, the school culture is characterized by positive and respectful interactions between students and staff. | | | <ul style="list-style-type: none"> 2.2, 1.2, 3.6 |
| <ul style="list-style-type: none"> There is a formalized system for strategically tracking and analyzing student behavioral and discipline data in place. | | | <ul style="list-style-type: none"> 2.1, 2.3, 1.3, 1.4, 6.1 |

| Areas for Improvement | Aligned Turnaround Principle Indicator(s) |
|--|---|
| <ul style="list-style-type: none"> Classroom observations revealed that teachers tolerated students being off task as long as they did not actively disrupt the learning environment. | <ul style="list-style-type: none"> 2.2, 2.3, 3.6 |
| <ul style="list-style-type: none"> Although the school leadership focus group revealed that instructional expectations are present, classroom observations showed that expectations have not been effectively communicated and/or enforced. | <ul style="list-style-type: none"> 2.2, 2.3, 1.2, 1.4, 1.5, 3.2, |
| <ul style="list-style-type: none"> In 26 of 33 classrooms observed high expectations for academics were not evident in addressing the rigor of Indiana's Academic Standards. | <ul style="list-style-type: none"> 2.3, 1.4, 3.6 |

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

| School Turnaround Principle #3: Effective Instruction | | | |
|---|---|-------------------------------|---|
| Evidence Sources | | | |
| <ul style="list-style-type: none"> Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School | | | |
| Rating | | | |
| 1 <u>Ineffective</u> | 2 <u>Improvement Necessary</u> | 3 <u>Effective</u> | 4 <u>Highly Effective</u> |
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence | | | |
| Strengths | | | Aligned Turnaround Principle Indicator(s) |
| <ul style="list-style-type: none"> Daily learning targets are posted in classrooms and students are able to reference them when asked. | | | <ul style="list-style-type: none"> 3.1, 3.6, 1.2 |
| <ul style="list-style-type: none"> The master schedule provides time each day for student academic interventions and enrichment. | | | <ul style="list-style-type: none"> 3.5, 1.8, 2.2, 4.5, 7.1 |
| <ul style="list-style-type: none"> The school has developed an initial school wide framework for close reading. To help support implementation of this framework, corresponding anchor charts are posted in classrooms. | | | <ul style="list-style-type: none"> 3.2, 6.3 |
| Areas for Improvement | | | Aligned Turnaround Principle Indicator(s) |
| <ul style="list-style-type: none"> In 48% of observed classrooms, it was not evident that lesson objectives were aligned to the Indiana Academic Standards. As a result, instruction failed to drive the mastery of knowledge and skills students are expected to learn. | | | <ul style="list-style-type: none"> 3.1, 1.5, 4.1, 4.4 |
| <ul style="list-style-type: none"> In 76% of observed classrooms, lessons, assignments, and assessments lack the rigor needed to further students' depth of knowledge or challenge their thinking in new and engaging ways. | | | <ul style="list-style-type: none"> 3.2, 3.5, 3.6, 2.3 |
| <ul style="list-style-type: none"> Instructional execution lacks the urgency needed to increase learning and fully engage students. | | | <ul style="list-style-type: none"> 3.2, 3.6, 4.2 |

VI. Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

| School Turnaround Principle #6: Effective Use of Data | | | |
|--|---|--|--|
| Evidence Sources | | | |
| <ul style="list-style-type: none"> Classroom Observations, Teacher Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School | | | |
| Rating | | | |
| 1 <u>Ineffective</u> | 2 <u>Improvement Necessary</u> | 3 <u>Effective</u> | 4 <u>Highly Effective</u> |
| <i>No evidence of this happening in the school</i> | <i>Limited evidence of this happening in the school</i> | <i>Routine and consistent</i> | <i>Exceeds standard and drives student achievement</i> |
| Evidence | | | |
| Strengths | | Aligned Turnaround Principle Indicator(s) | |
| <ul style="list-style-type: none"> Multiple forms of academic and behavioral data are collected at the building level and made available to educators. | | <ul style="list-style-type: none"> 6.1, 6.2, 1.1, 1.3, 3.5 | |
| <ul style="list-style-type: none"> Regular meetings occur with parents and guardians to explain ISTEP, IREADY, and student behavior data. | | <ul style="list-style-type: none"> 6.1, 6.2, 1.4, 1.10, 8.1 | |
| <ul style="list-style-type: none"> Teacher and school leader focus groups revealed a belief that data is viewed as an essential tool to drive student academic growth and achievement. | | <ul style="list-style-type: none"> 6.2, 6.3, 1.3, 2.3 | |
| Areas for Improvement | | Aligned Turnaround Principle Indicator(s) | |
| <ul style="list-style-type: none"> Protocols for reviewing, analyzing, and planning to act on student academic data are used with varying degrees of consistency within Professional Learning Communities (PLCs). | | <ul style="list-style-type: none"> 6.1, 6.3, 1.9, 2.3 | |
| <ul style="list-style-type: none"> A lack of data literacy limits teachers' ability to deliver targeted academic interventions to address specific student needs. | | <ul style="list-style-type: none"> 6.3, 2.3, 3.5, 4.2, 5.3 | |
| <ul style="list-style-type: none"> Classroom assessments do not directly address the full depth of Indiana's Academic Standards. As a result, the data generated cannot be effectively applied to drive decisions for improving student achievement. | | <ul style="list-style-type: none"> 6.2, 6.3, 3.5, 4.2 | |

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bon Air Middle School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

| Recommendation 1 |
|--|
| Develop and implement rigorous standards based units of study. Ensure units of study promote the use of multiple instructional strategies that engage all students in opportunities to learn content and skills in a manner that reflect the full depth of Indiana's Academic Standards. Create formative and summative assessments as well as a system for tracking student progress. In response to students who show a lack of progress, identify potential accommodations and interventions to be used. Implement a continuous system for evaluating the units of study for fidelity of alignment, rigor, and implementation. |
| Aligned Turnaround Principle(s) |
| 3.1, 3.2, 3.5, 1.5, 2.3, 4.1, 4.2, 4.4, 6.2 |
| Rationale |
| <p>The development of units of study creates the focus, intentionality, and congruency needed to drive instruction that aligns to the Indiana Academic Standards. Units of study allow educators to plan instruction that promotes students' awareness of the "why of learning," thus increasing student engagement and retention of content. The congruency of curriculum, instruction, and assessment is also facilitated through the development of comprehensive units of study. This will result in instruction being more focused and less likely to be side-tracked by lessons that do not advance a standards aligned curriculum.</p> <p>Evidence throughout the review revealed that although a vision for high quality instruction exists, the high expectations, urgency, and instructional planning needed to ensure rigorous standards based instruction is not present. Classroom observations revealed that in only 52% of classrooms were lesson objectives aligned to the Indiana Academic Standards. As a result, classroom instruction lacked focus and failed to drive the mastery of knowledge and skills students are expected to learn.</p> |

| Recommendation 2 |
|--|
| Research and train teachers on the multiple instructional strategies needed to engage students in meaningful and differentiated classroom instruction. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Provide time for teachers to collaborate on matching instructional strategies with daily learning objectives and the needs of learners. Monitor and provide teachers with feedback on the use of newly learned instructional strategies, placing priority on those teachers most in need of coaching and support. |
| Aligned Turnaround Principle(s) |
| 3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3 |
| Rationale |
| <p>The use of multiple classroom instructional strategies addresses the reality that students learn differently, and as a result, vary in response to different instructional practices. The knowledge and use of multiple instructional strategies enables teachers to address students' multiple learning styles and thus increase student engagement. Furthermore, teachers are able to create a more equitable learning environment by addressing the individual needs of learners through differentiation of instruction. Teachers, through the use of multiple instructional strategies, are also better equipped to respond to formative assessment and adjust instruction as needed. As a result of being knowledgeable on different instructional strategies teachers can collaborate in choosing those strategies that are proven to have the largest effect size in impacting student growth and achievement.</p> <p>The teacher focus group and classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. For example, teachers were unable to list examples of instructional strategies that were readily used in their classrooms during the teacher focus group. Additionally, a lack of purposefully varied instructional strategies contributed greatly to the fact that in 52% of classrooms students were not actively engaged in learning activities. Furthermore, in less than 50% of classrooms observed were students receiving instruction through strategies that required them to interact with the content, articulate real-world connections, and discuss the material with their peers. The need for professional development on student-centered instructional strategies was also reinforced by the fact that differentiated instruction was observed in only 12% of classrooms and instruction adjusted to fit the need of learners was observed in only 18% of classrooms.</p> |

| Recommendation 3 |
|---|
| Evaluate and then implement with fidelity the expectations for PLCs. Prioritize the development of units of study and use of multiple evidence based instructional strategies. Ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers. Continuously emphasize that all PLC efforts must be assessed on the basis of results/data rather than intentions. |
| |
| Aligned Turnaround Principle(s) |
| 3.5, 3.6, 1.2, 2.2, 2.3, 4.2, 5.3, 5.5, 6.1, 6.3, 7.3 |
| |
| Rationale |
| <p>The use of professional learning communities (PLCs) creates a collaborative, results-driven culture, serving as a vehicle for implementing new instructional practices, and achieving significant gains towards school improvement. The effective implementation of PLCs can increase educators' investment in and commitment to school goals and priorities. Additionally, teachers will be professionally renewed and informed on the instructional best practices needed to adapt teaching to student needs. PLCs, when implemented with fidelity, create the processes needed to systematically improve teaching and learning.</p> <p>Evidence during the review from PLC observations and focus group meetings revealed the use of and value perceived from PLCs. However, the artifact "Professional Learning Community Norms and Policies," provided by the school made apparent that PLC meetings were not following the designed format. Furthermore, classroom observations revealed that PLCs were not having the needed impact on classroom instruction. Particularly the use of multiple instructional strategies, differentiation, data analysis, and standards aligned instruction were not being impacted as needed.</p> |

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

| School Turnaround Principle #1: School Leadership | |
|---|--|
| Evidence Sources | |
| <ul style="list-style-type: none">Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School | |
| Evidence Summary | |
| Strengths <ul style="list-style-type: none">The principal has a coherent school vision and can articulate the changes that need to be made for school improvement.Out of 18 educator surveys collected, 15 educators agreed or strongly agreed with the following statement, "our principal ensures students and teachers feel safe, welcome and ready to learn and teach."Evidence collected throughout the review demonstrated that the principal uses data to inform and communicate decisions intended to promote school improvement. For example, the principal was able to cite several examples in which IREADY data impacted administrative decision making. | |
| Areas for Improvement <ul style="list-style-type: none">School leadership needs to directly and consistently express their unwavering belief in the potential of all students to teachers and staff, challenging all adults to confront their conscious and subconscious biases about students' potential.Based on data collected during classroom observations, expectations are unclear and/or not enforced for academic intervention classes (WIN). As a result, academic interventions that were observed lacked the focus and intentionality needed to drive student growth.Although a vision for high-quality instruction exists, it is not yet consistently reinforced with the level of expectations and urgency necessary to rapidly improve instruction. | |

| School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems | |
|---|--|
| Evidence Sources | |
| <ul style="list-style-type: none"> Classroom Observations, Teacher Focus Group, Student Focus Group, Instructional Leadership Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by Bon Air Middle School | |
| Evidence Summary | |
| <p>Strengths</p> <ul style="list-style-type: none"> In addition to their grade-level courses, all students participate regularly in additional English/Language Arts and Math practice through the computer-based IREADY program. Educators receive formative feedback from frequent non-evaluative walkthroughs intended to gauge instruction. In 79% of classrooms observed, teachers used technology and/or classroom resources to support and clarify instruction. <p>Areas for Improvement</p> <ul style="list-style-type: none"> Daily lesson objectives (“daily learning targets”) are infrequently aligned to the Indiana Academic Standards. Although academic interventions are in place (WIN), they are not being implemented with fidelity as students are consistently off task. Teachers are not using an understanding of what students need to know and be able to do to guide lesson planning as demonstrated by the lack of depth in standards based instruction. | |

| School Turnaround Principle #5: Effective Staffing Practices | |
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| Evidence Sources | |
| <ul style="list-style-type: none"> Classroom Observations, Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School | |
| Evidence Summary | |
| <p>Strengths</p> <ul style="list-style-type: none"> An instructional coach was hired and made available to support consenting staff through non-evaluative observations, providing resources, and instructional modeling. The vast majority of classrooms are staffed with teachers with the necessary content knowledge to achieve student learning outcomes. Professional development includes individual, collaborative, and shared opportunities for reflection. | |

Areas for Improvement

- Although an instructional coach has been hired, there is not a formal coaching cycle in place that prioritizes teachers who are most in need of support.
- Professional development has been designed to meet the immediate needs of teachers, at the expense of a consistent focus on the principal's vision of excellent instruction.
- Data collected during classroom observations provided limited evidence that the instructional strategies addressed in professional development are being implemented. Additionally, it is unclear how school leaders are routinely supporting the implementation of these instructional strategies through individualized classroom walkthroughs and coaching.

School Turnaround Principle #7: Effective Use of Time**Evidence Sources**

- Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, PLC Observations, Artifacts Provided by Bon Air Middle School

Evidence Summary**Strengths**

- Time is scheduled each week for teachers to have both content and grade level meetings.
- Teacher survey data indicates 78% of teachers agree or strongly agree with the following statement, "Our master schedule is clearly designed and structured to meet the needs of all students."
- 8th graders are provided the unique opportunity to gain valuable career specific skills by attending the Kokomo Career Center for two class periods every school day.

Areas for Improvement

- Evidence collected during classroom observations highlighted that a large percentage of students are off task during academic interventions.
- The four indicators of student engagement examined across all classroom observations highlighted that students are given limited opportunities to own the cognitive work of the lesson.
- In only 55% of classrooms observed, did students respond quickly to their teacher's classroom management techniques, resulting in lost instructional time.

School Turnaround Principle #8: Family and Community Engagement

Evidence Sources

- Teacher Focus Group, Student Focus Group, Parent and Community Member Focus Groups, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Parent Surveys, Artifacts Provided by Bon Air Middle School

Evidence Summary

Strengths

- The guidance counselor reaches out to parents and guardians to engage them in the academic and behavioral progress of their child.
- Focus group meetings with teachers and school leadership indicated that adults are quick to identify students struggling with social and emotional issues as well as to ensure they are connected with the appropriate services to ensure their well-being.
- A detailed monthly newsletter is sent to parents to inform them of school achievements, upcoming events, and other noteworthy items.

Areas for Improvement

- Parent and guardian surveys are not administered on an annual basis. As a result, parental feedback is not consistently used as part of the school's improvement efforts.
- A view exists that although parents see teachers as caring authority figures they fail to make the connection that teachers are also experts who can help their struggling child.